

Climate Change and Political Conflict

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Class Room: to be confirmed

Office Hours: see Calendly link below

Class Time: to be confirmed

Description

This seminar examines how climate change has become a source of political conflict in European democracies. It asks whether disputes over climate policies are consolidating into a climate cleavage and how this process connects political actors, citizens, and collective identities. We begin with general cleavage theory and apply its social, ideological, organizational, and policy dimensions to climate politics. We then examine the supply side of climate conflict: how Green, radical right, and mainstream parties position themselves; how climate movements mobilize; how parties and movements interact; and how obstruction, backlash, and cross-national variation shape political competition.

The seminar subsequently turns to citizens. We investigate whether climate attitudes form an independent dimension of political preferences, how the distributive consequences of climate policy affect public support, and how climate attitudes influence electoral and non-electoral participation. Finally, we consider how political disagreements become socially and emotionally embedded through affective polarization, climate-related in-groups and out-groups, material grievances, and cultural backlash, including under conditions of geopolitical, economic, and energy crisis. Throughout, we connect the supply and demand sides of climate politics and compare evidence from computational text analysis, observational surveys, survey experiments, interviews, focus groups, and comparative case studies.

Learning Objectives

By the end of the seminar, students will achieve several key learning outcomes:

1. Familiarize themselves with the main theoretical approaches in the study of climate change as a political issue.
2. Compare the primary methodological approaches used in the field, including text-as-data, surveys and survey experiments, interviews, and focus groups.
3. Develop the ability to evaluate research related to the themes discussed in the seminar.
4. Be able to pose a research question relevant to the seminar's themes.
5. Learn to effectively argue using the analytical concepts learned throughout the seminar.

Course Requirements

This seminar is designed for MA students. The seminar assumes no previous knowledge of the literature.

Weekly attendance is mandatory. If you cannot attend, please email me before the respective session. In addition, active participation includes reading the assigned texts, engaging with in-class discussions, asking questions, contributing to debates, and providing constructive peer feedback.

Reading the texts is imperative for the success of the seminar; without having read the readings, the seminar will be very difficult to follow, and over time, the material will become overwhelming.

For 2 + 2 credit points	For 2 + 6 credit points
• Active participation in class • Reading the literature • In-class presentation & student-led activity • Creative project (see below)	• Active participation in class • Reading the literature • In-class presentation & student-led activity • Term paper (6000 words)

Office Hours

Office hours are by appointment. Please use Calendly via this link to register for office hours: <https://calendly.com/endre-borbath/office-hour>.

We can meet on site in room 03.033 (Bergheimer Str. 58, 69115 Heidelberg) or online via the following Zoom link: <https://eu02web.zoom-x.de/my/eborbath>. If the appointment is scheduled as a face-to-face meeting on campus but you would prefer to meet online, please send me an email or indicate this preference through the Calendly interface.

Online Learning

I provide the course literature in advance via Moodle (<https://moodle.uni-heidelberg.de/>) and also use the platform for general course information. Please contact me with any questions regarding the course literature, technical problems with Moodle, or other organizational issues.

Presentations

Students receiving credit for the seminar are required to give a presentation in one of the sessions. Each presentation should focus on a key **concept** related to the weekly topic and the broader theme of the seminar (see the list of suggested concepts in the weekly schedule below). You may choose to focus on a single concept or combine multiple concepts, and may prioritize **theoretical**, **empirical**, or mixed approaches depending on your interest.

Your presentation must go beyond the **required readings for the week**. You are expected to conduct your own **literature review**, incorporating additional academic sources to contextualize and critically assess the concept and its use in political science.

Presentation slots will be allocated in the first session.

Presentations should be **no longer than 10 minutes**. **Slides must be submitted by email no later than Monday at 9:00 AM prior to your presentation**. All slides will be made available to the class via Moodle.

A strong presentation will address some of the following guiding questions:

- **Definition:** How is the concept defined? Are there competing definitions or debates around it?
- **Disciplinary use:** How is the concept used in political science? What is its intellectual or disciplinary history?
- **Relevance:** How does the concept connect to the broader themes of the seminar?
- **Operationalization:** Has the concept been measured or applied empirically? How is it operationalized in research?
- **Causal role:** What are the causes or consequences associated with this concept in the literature?
- **State of the art:** How precisely is the concept defined and used in empirical research? Are there challenges or innovations in its application?

Not all questions will apply to every concept. Focus on those most relevant to your chosen topic.

In addition to your individual 10-minute input, each student is also expected to lead a short student-led activity (approximately 5–10 minutes) immediately following their presentation. Choose one of the following formats:

1. **Small Group Discussion:** Pose a question related to your concept and have classmates break into pairs or small groups for 5 minutes. Then facilitate a brief class discussion to share insights.
2. **Mini-Debate:** Ask two volunteers to take opposing sides on a controversy or tension related to your concept, and moderate a short debate.
3. **Apply to a Scenario:** Present a real-world case or scenario and ask classmates to apply the concept. Facilitate a brief discussion on their responses.

Feel free to choose the format that best fits your concept and presentation style.

Creative Project

Students **taking the seminar for four credits** must prepare a creative project related to the seminar's theme. The goal is to communicate a clear analytical point to a non-specialist audience, while staying embedded in political-science reasoning and, where appropriate, empirical evidence. **All projects are due on March 31, 2027 and must be uploaded to Moodle.**

Permitted formats (choose one):

- Scientific poster
- Short podcast
- Video reel

- **Interview (plus interpretative notes)**
- **Other formats** are possible, but only if we agree on them in advance.

Language: Any of these formats may be completed in **English or German**.

Format-specific requirements

- **Scientific poster:** I expect to see **your own empirical analysis**. Typically, this should include at least one **statistical figure and/or data visualization** (e.g., descriptive statistics from a dataset, a simple comparison across parties, countries, or time, or a visualization of protest or event data). The poster should clearly state (i) the question, (ii) the data or material, (iii) the key finding, and (iv) the takeaway.
- **Video reel:** Aim for **2–5 minutes**. The reel should make one clear analytical point, or answer one focused question, and support it with one piece of evidence (a stylized fact, short quote, simple visualization, or a clearly referenced empirical claim).
- **Interview (plus interpretative notes):** Potential interviewees include **activists, (local) politicians, policymakers, or experts from think tanks or academia**. The total recorded interview time must be **no more than 30 minutes**. It can be split into multiple shorter interviews, e.g., 2×15 minutes or 3×10 minutes. In addition, submit **interpretative notes** (max. **800 words**) explaining the choice of interview subject, interpretative highlights, and what the interview suggests for understanding climate-related mobilization, participation, or political conflict.
- **Podcast:** No more than **20 minutes**. A podcast may include selective audio inputs, such as short interview clips, combined with your own interpretation in a **clear narrative arc**. The podcast should make a focused argument or answer a clear question, and it should explicitly connect back to concepts or debates from the seminar.

Term Paper

A term paper should be 6000 words, including references and footnotes. The deadline for this paper is the end of the winter term, **31st March 2027**. The paper is the final ‘product’ of the seminar, allowing you to showcase what you have learned throughout the semester. **The term paper should present a clear, central thesis and develop it through a coherent argument supported by evidence.** This is the critical requirement for assessment. **You are strongly encouraged to discuss the topic of your paper with me in advance** to ensure it aligns with one of the three paper types and meets the expectations of the assignment.

There are three common types of term papers: (1) an empirical analysis, (2) a research proposal, or (3) a book review. The first type, the empirical analysis, provides an in-depth examination of one or more empirical cases, focusing on political conflict related to climate change. This could take the form of a qualitative case study of a specific election, the profile of a party, or a social movement. It might also address a research question through quantitative analysis. Examples of such questions include: how attitudes toward climate change affect voting for radical right parties; to what extent mainstream parties have incorporated environmental protection into their manifestos after 2019; or whether environmental protests are more common during electoral campaigns. In this type of paper, students are expected to apply the analytical frameworks and theoretical approaches discussed in the seminar to analyze their case(s) and to formulate a clear central argument or conclusion. Even when focusing on a single case, the paper should situate it within a comparative and generalizable perspective.

In a research proposal, the student not only formulates a research question but also makes a theoretical proposition or a set of hypotheses based on a critical review of a relevant strand of literature. In addition to what we have discussed in the seminar, the paper should also refer to further reading. To the extent possible, it should go beyond summarizing existing studies by critically engaging with them and using the debate to frame an original argument or a set of hypotheses. In addition, the paper should formulate an appropriate research design to study the argument or hypotheses, including a brief discussion of methodology (qualitative, quantitative, or mixed methods), operationalization, and potential data sources.

The third type of paper is a **review of one or more peer-reviewed books** published in the last 15 years by a major university press on a topic related to the seminar. A book review is expected to summarize the central argument(s) of the book(s), review the structure through which the argument(s) are presented, and consider the extent to which the empirical evidence supports the main argument(s). A vital element of a successful review is to situate the book(s) within relevant debates and literature. Do the book(s) challenge, support, or extend previous studies? How does their approach differ from or complement other major works in the field? The purpose of this is to assess whether the contribution the book(s) claim to make is indeed new to the literature and to what extent it represents a ‘breakthrough’ or an incremental step in relevant debates. Reading some existing reviews to familiarize yourself with the genre may be helpful. Three journals that regularly publish book reviews are *Comparative Political Studies*, *Party Politics*, and *Social Movement Studies*.

Formatting

Please format the term paper according to the following guidelines:

- **Title page:** include the paper title, course name, semester, your name, student ID, department/institution, and email address.
- **Font & spacing:** use a 12-point serif font (e.g., Times, Palatino) with 1.5-line spacing; footnotes in 10-point font, single spacing.
- **Margins & layout:** all margins should be at least 2.5 cm.
- **Page numbers:** number all pages (except the title page) consecutively, placed at the bottom center or bottom right.
- **Structure:** include a table of contents with section and subsection titles and page numbers. Use meaningful headings (avoid merely “Section 1, 2, 3”). You do not need to number the sections or subsections.
- **Abstract:** all papers must include an abstract of no more than 250 words. See my recommendation on writing a suitable abstract below.
- **Sections:** the paper should consist of an *Introduction*, *Main Body*, and *Conclusion*. Use subsections as needed, but avoid over-fragmentation. Format headings as follows: level 1 - 14-point bold; level 2 - 12-point bold; level 3 - 12-point italic. Do not use more than three levels.
- **Figures and tables:** all figures and tables must have a number, a title, and a note. Each should be self-explanatory. If you use color, ensure that it remains distinguishable when printed in black and white.
- **Citations & footnotes:** mark all non-original arguments or borrowed ideas with citations, ideally using the Chicago citation style. I recommend using a reference manager such as Zotero (see below).

- **Bibliography / References:** at the end, list all sources cited in alphabetical order. Do not include works not cited in the text.
- **Appendices:** appendices (if needed) do not count toward the main text length; label them clearly (Appendix A, Appendix B, etc.).
- **Declaration of originality:** include a short statement (on the title page or at the end) confirming that you have written the paper independently and used only the stated sources.

Academic Writing and Reading

On writing research papers:

Minkoff, Scott L. 2012. "A Guide to Developing and Writing Research Papers in Political Science," https://kevinlyles.digital.uic.edu/wp-content/uploads/2021/08/minkoff_researchpaper_guide_v4.pdf.

On writing a good abstract:

Gilardi, Fabrizio. 2021. "Good Abstracts: A Template," <https://www.fabriziogilardi.org/resources/papers/good-abstracts.pdf>.

Templates for writing:

Graff, Gerald, and Cathy Birkenstein. 2018. *They Say, I Say: The Moves That Matter in Academic Writing*. Fourth edition. New York: W. W. Norton. ISBN: 0-393-63167-2. <https://tinyurl.com/bdec4eex>.

General tips for writing

Catherine de Vries' Substack, *Respect the Marble*: <https://catherineunicedevries.substack.com>

On reading efficiently:

Pacheco-Vega, Raúl. 2017. "Reading Strategies," <https://www.raulpacheco.org/resources/reading-strategies/>.

Note: Raul Pacheco-Vega's blog is a valuable resource for academic writing in general!

Software Recommendation:

I use Google Scholar and Zotero (both freely available) for literature search. For note-taking, I use Obsidian (also freely available). I recommend that you learn how to use these software tools (or their alternatives), as the investment pays off later during your studies. YouTube has many tutorial videos, and I am also happy to help if you have questions.

Academic Integrity and Mental Health

Plagiarism

Students must comply with the university's policy on academic integrity: <https://www.uni-heidelberg.de/en/service/detecting-plagiarism>. In addition, please also familiarize yourself with the Institute's Study Guide: https://www.uni-heidelberg.de/politikwissenschaften/bachelor_recht.html. Not knowing the rules is no excuse for plagiarism!

Use of AI

When using generative AI, the AI guidelines of the Institute for Political Science apply: <https://backend.ipw.uni-heidelberg.de/en/documents/ai-guidelines/download>. The central principles are transparency and individual responsibility. Any use of AI must be documented using the template provided by the Institute. Authors remain responsible for their argument, the verification of sources, the analysis, and the wording of their work.

Mental Health

Many students feel overwhelmed by the tasks and responsibilities during their studies, especially if they are new to Germany and Heidelberg. This is normal! If you feel that you are not able to cope alone, please consider approaching the psychosocial counselling service offered free of charge by the student services at <https://www.uni-heidelberg.de/en/study/advisory-services/psychosocial-counselling-for-students-pcs>. If you are having difficulties, e.g., with the term paper, please do not hesitate to approach me.

Schedule and Readings

Each substantive session assigns exactly two required texts. The introductory and concluding sessions have no assigned readings.

Block I: Introduction

Session 1, 13.10.2026 - Introducing the Seminar

- Getting to know each other
- Introduction to the syllabus
- Clarifying expectations

Block II: Cleavages and Climate-Related Political Mobilization

Session 2, 20.10.2026 - Cleavage Theory and European Political Conflict

- What defines a political cleavage, and through which processes do new cleavages emerge?
- How have European integration, immigration, trade, and other transformations restructured party competition in Western Europe?

Possible concepts for the presentations:

- *classical cleavage theory; critical junctures; cleavage stabilization; transnational cleavage; cultural versus economic conflict dimensions; party-system transformation*

Required:

Hooghe, Liesbet, and Gary Marks. 2018. "Cleavage theory meets Europe's crises: Lipset, Rokkan, and the transnational cleavage." *Journal of European Public Policy* 25 (1): 109–135. <https://doi.org/10.1080/13501763.2017.1310279>.

Ford, Robert, and Will Jennings. 2020. "The Changing Cleavage Politics of Western Europe." *Annual Review of Political Science* 23 (1): 295–314. <https://doi.org/10.1146/annurev-polisci-052217-104957>.

Session 3, 27.10.2026 - The Formation of a Climate Cleavage

- To what extent does climate conflict meet the social, ideological, organizational, and policy criteria of a political cleavage?
- Is a climate cleavage autonomous from existing cultural and distributive conflicts, or does it reorganize and intersect with them?

Possible concepts for the presentations:

- *climate cleavage; social-structural bases of climate conflict; value and policy divides; organizational closure through parties and movements; cleavage autonomy versus reinforcement; policy feedback*

Required:

Gougou, Florent, and Simon Persico. 2026. "The Ecologism/Productivism Cleavage: Reassessing the Transformation of Cleavage Politics in Western Europe." *West European Politics* 49 (3): 867–902. <https://doi.org/10.1080/01402382.2025.2594918>.

Schwander, Hanna, and Jonas Fischer. 2025. "From a cultural to a distributive issue: Public climate action as a new field for comparative political economy." *Regulation & Governance* 19 (2): 303–328. <https://doi.org/10.1111/rego.12620>.

Session 4, 03.11.2026 - Green Parties

- How has the emergence of Green parties affected European party systems?
- How have Green parties politicized climate change over time?

Possible concepts for the presentations:

- *issue ownership; niche-party competition; Green voter coalitions; movement-party origins; Green parties in government; depoliticization through ecological modernization*

Required:

Abou-Chadi, Tarik. 2016. "Niche Party Success and Mainstream Party Policy Shifts – How Green and Radical Right Parties Differ in Their Impact." *British Journal of Political Science* 46 (2): 417–436. <https://doi.org/10.1017/S0007123414000155>.

Marquardt, Jens. 2024. "How Greens turn gray: Green Party politics and the depoliticization of energy and climate change." *Frontiers in Political Science* 5:1301734. <https://doi.org/10.3389/fpos.2023.1301734>.

Session 5, 10.11.2026 - Radical Right Parties and Climate Backlash

- Why do radical right parties increasingly politicize climate change?
- Do radical right actors mainly obstruct climate policy, or do they advance a distinctive form of environmentalism that is spreading across the political right?

Possible concepts for the presentations:

- *climate policy as a wedge issue; issue-yield theory; green backlash; far-right mainstreaming; eco-nationalism; counter-mobilization*

Required:

Dickson, Zachary P., and Sara B. Hobolt. 2025. "Going Against the Grain: Climate Change as a Wedge Issue for the Radical Right." *Comparative Political Studies* 58 (8): 1733–1759. <https://doi.org/10.1177/00104140241271297>.

Lubarda, Balša, and Aron Buzogány. 2026. "Is Far-Right Ecologism Going Mainstream? A Comparison of Right-Wing Groups in the European Parliament." *Environmental Politics* online first. <https://doi.org/10.1080/09644016.2026.2676374>.

Session 6, 17.11.2026 - Mainstream Parties and Climate Obstruction

- How do social-democratic and conservative/Christian-democratic parties integrate positions on climate change into their overall ideological profiles?
- What electoral trade-offs do mainstream parties face, and how can mainstream actors obstruct climate policy without relying on outright denial?

Possible concepts for the presentations:

- *issue de-emphasis and de-thematization; scare framing; strategic differentiation; public opinion responsiveness; mainstream party convergence; policy delay and obstruction*

Required:

Schwörer, Jakob. 2024. "Mainstream Parties and Global Warming: What Determines Parties' Engagement in Climate Protection?" *European Journal of Political Research* 63 (1): 303–325. <https://doi.org/10.1111/1475-6765.12602>.

August, Vincent, Veza Clute-Simon, and Cosima Adams. 2026. "Climate Obstruction in Unlikely Contexts: De-Thematization, Scare Frames, and Strategic Differentiation in Germany." *Environmental Politics* online first. <https://doi.org/10.1080/09644016.2026.2644016>.

Session 7, 24.11.2026 - Climate Movements

- To what extent does the rise of climate movements represent a rupture in environmental mobilization?
- How do demonstrative and confrontational protest tactics shape public support for climate movements and their policy goals?

Possible concepts for the presentations:

- *protest repertoires; demonstrative versus confrontational tactics; radical-flank effects; tactical legitimacy; movement support versus policy support; party-movement alliances*

Required:

Moor, Joost de, Michiel De Vydt, Katrin Uba, and Mattias Wahlström. 2021. "New kids on the block: taking stock of the recent cycle of climate activism." *Social Movement Studies* 20 (5): 619–625. <https://doi.org/10.1080/14742837.2020.1836617>.

Saldivia Gonzatti, Daniel, Lennart Schürmann, Sophia Hunger, and Swen Hutter. 2026. "How Confrontational Protest Shapes Public Opinion: Experimental Evidence from Climate Mobilization." *Political Behavior*, <https://doi.org/10.1007/s11109-026-10136-9>.

Session 8, 01.12.2026 - Western, Central, and Eastern Europe in Comparison

- To what extent does the pattern of climate politicization observed in Western Europe extend to Central and Eastern Europe?
- How do party ideology, populism, and regional contexts shape positions on climate change and environmental protection?

Possible concepts for the presentations:

- *post-communist cleavage formation; regional variation in climate issue salience; populism and party environmentalism; European Green Deal contestation; radical-right normalization; democratic backsliding*

Required:

Grzymala-Busse, Anna, Piotr Jabkowski, and Mariusz Baranowski. 2025. "How green is my party? Programmatic stances towards environmental protection in Europe." *Party Politics* online first. <https://doi.org/10.1177/13540688251362003>.

Witajewska-Baltvilka, Baiba, Florenta-Elena Helepciuc, Diana Mangalagiu, and Arpad Todor. 2024. "Politicization of climate change and Central and Eastern European countries' stance towards the European Green Deal." *Global Environmental Change* 89:102932. <https://doi.org/10.1016/j.gloenvcha.2024.102932>.

Block III: Climate-Related Attitudes and Participation**Session 9, 08.12.2026 - Climate Attitudes and Policy Preferences**

- To what extent are attitudes toward climate change independent from attitudes on other issues at the individual level?
- How do perceived costs, benefits, and redistribution shape support for climate policies?

Possible concepts for the presentations:

- *environmentalism as an independent preference dimension; distributive climate conflict; perceived policy costs and benefits; compensatory policy design; ideological heterogeneity; conjoint and vignette experiments*

Required:

Kenny, John, and Peter Egge Langsæther. 2023. "Environmentalism as an independent dimension of political preferences." *European Journal of Political Research* 62 (4): 1031–1053. <https://doi.org/10.1111/1475-6765.12549>.

Guinjoan, Marc, Toni Rodon, and Joel Ardiaca. 2026. "Public Support for Climate Policies: Costs, Redistribution, and Ideological Divides." *West European Politics* online first. <https://doi.org/10.1080/01402382.2026.2701769>.

Session 10, 15.12.2026 - Electoral Preferences and the Green/Far-Right Divide

- To what extent are attitudes toward climate change influenced by partisanship?
- How do climate-related attitudes and the urban–rural divide structure voting for Green and radical right parties?

Possible concepts for the presentations:

- *environmental issue voting; partisan sorting; attitude polarization; Green and radical-right voter coalitions; urban–rural electoral geography; concentrated policy costs*

Required:

Coffé, Hilde, Sam Crawley, and Josh Givens. 2026. “Growing polarisation: ideology and attitudes towards climate change.” *West European Politics* 49 (1): 1–29. <https://doi.org/10.1080/01402382.2024.2435727>.

Halikiopoulou, Daphne, Christos Vrakopoulos, and Christoph Arndt. 2026. “Far-Right Against Green: The Re-Emergence of Geographically Defined Voting Patterns and the New Environment Cleavage in Western Europe.” *European Political Science Review* 18 (1): 67–86. <https://doi.org/10.1017/S1755773925100155>.

Session 11, 05.01.2027 - Non-Electoral Participation and Climate Action

- How do young people understand political agency and distinguish between collective, individualised, disruptive, and disempowered forms of climate action?
- How do perceptions of climate change’s timing and scale motivate or inhibit participation?

Possible concepts for the presentations:

- *youth political agency; activist versus non-activist repertoires; transformational collective action; proto-political and individualised action; disruptive climate protest; disempowered action; temporal maps of climate change*

Required:

Rebelo, Dora, Tânia R. Santos, Ana Dias Garcia, Anabela Carvalho, Carla Malafaia, and Maria Fernandes-Jesus. 2026. “Young People’s Conceptions of Political Agency in Relation to Climate Change.” *Environmental Politics* 35 (3): 477–499. <https://doi.org/10.1080/09644016.2025.2489206>.

Sendroi, Ioana, Amalia Álvarez-Benjumea, and Fabian Winter. 2025. “Time’s Up? How Temporal Maps of Climate Change Shape Climate Action.” *American Sociological Review* 90 (2): 171–194. <https://doi.org/10.1177/00031224251320103>.

Block IV: Climate-Related Polarization and Collective Identities**Session 12, 12.01.2027 - Affective Polarization and Climate Change**

- What is the role of emotions in driving polarization on climate change?
- To what extent and how are emotions strategically mobilized by political actors?

Possible concepts for the presentations:

- *affective polarization; threat-induced fear and anger; partisan stereotyping; emotional framing; framing cascades; mobilizing and demobilizing emotions*

Required:

Knüpfer, Curd, and Matthias Hoffmann. 2025. "Countering the "Climate Cult" – Framing Cascades in Far-Right Digital Networks." *Political Communication* 42 (1): 85–107. <https://doi.org/10.1080/10584609.2024.2332762>.

Remsö, Amanda, Emma A. Renström, and Hanna Bäck. 2025. "Climate change threats and affective polarization. Exploring the role of negative emotional reactions." *Analyses of Social Issues and Public Policy* 25 (2): e70020. <https://doi.org/10.1111/asap.70020>.

Session 13, 19.01.2027 - Climate-Related Group Identities and Backlash

- How do pro-climate and climate-critical attitudes crystallize into group identities?
- How do collective efficacy, group norms, material grievances, and cultural backlash mobilize climate action and counter-mobilization?

Possible concepts for the presentations:

- *opinion-based group identification; climate-related in-groups and out-groups; collective efficacy; in-group norms; cultural backlash; class frustration; climate counter-mobilization*

Required:

Masson, Torsten, and Immo Fritsche. 2021. "We need climate change mitigation and climate change mitigation needs the 'We': a state-of-the-art review of social identity effects motivating climate change action." *Current Opinion in Behavioral Sciences*, Human Response to Climate Change: From Neurons to Collective Action, 42:89–96. <https://doi.org/10.1016/j.cobeha.2021.04.006>.

Żuk, Piotr. 2025. "The European Green Deal and the Peasant Cause: Class Frustration, Cultural Backlash and Right-Wing Nationalist Populism in Farmers' Protests in Poland." *Journal of Rural Studies* 119:103708. <https://doi.org/10.1016/j.jrurstud.2025.103708>.

Session 14, 26.01.2027 - Climate Politics in the Era of Polycrisis

- How has the politicization of climate change evolved in the aftermath of Russia's war on Ukraine?
- Can energy-crisis frames broaden support for the renewable transition, or do they crowd out climate considerations?

Possible concepts for the presentations:

- *polycrisis; crisis-driven issue attention; energy-security framing; affordability and distributive conflict; geopolitical reframing of climate policy; crisis-induced polarization*

Required:

Wiertz, Thilo, Lilith Kuhn, and Annika Mattissek. 2023. "A turn to geopolitics: Shifts in the German energy transition discourse in light of Russia's war against Ukraine." *Energy Research & Social Science* 98:103036. <https://doi.org/10.1016/j.erss.2023.103036>.

Chen, Catherine Y., Verena Benoit, Lorraine Whitmarsh, and Căzilia Loibl. 2026. "From Climate Crisis to Energy Crisis: Foster Public Support for Renewable Energy Transition Through Framing." *Environmental Politics* 35 (5): 998–1022. <https://doi.org/10.1080/09644016.2025.2543622>.

Session 15, 02.02.2027 - Concluding Discussion and Feedback Session

- Feedback session on the content and organization of the seminar, with an open discussion on what you learned, liked, or found challenging.